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Teaching Authentic Language Arts in the 21st Century

Facilitator Learning Guide—Blended Study Group Version

Use this guide as you progress through the course to organize your thoughts and to help you plan ways to apply the content you have learned in your building/district. At times, you may be prompted to refer to the learning guide for specific directions or activities. This course is structured using units, sections, and topics. For further explanation, please refer back to the online orientation.

Throughout this course you will demonstrate an understanding of the course content and practice the skills discussed. There will be activities requiring planning, applying, reflecting, metacognition, and sharing.

Note that some activities will require that you submit responses electronically. All work can be created in a word processing program and then be copied and pasted into the collection fields on screen.

As you progress through the course, be sure to:

- Read and listen to the information presented.
- Print and read additional materials as directed.
- Follow the Learning Guide closely as you progress through the multimedia portions of the course. It contains step-by-step instructions for all activities.
- Complete all activities, some of which require application in your building/district.
- Participate actively and frequently in all discussion activities.
- Add information to your Learning Log as directed and at any other time you choose.
- Visit the "Links" section and navigate through the additional web resource links.
- Create a course resource binder for future reference by collecting all printed course materials and activities that will help you successfully complete the culminating activity.

**Many articles are provided in podcast format for increased portability and to provide flexibility for different learning styles. However, learners are also encouraged to print out the articles to add to their resource binder for future reference.*

Facilitator Notes

Course Overview:

This course is divided into five units. The first unit is an introduction to the objectives and materials of the course. The second unit focuses on authentic intellectual work, teaching, learning, and authentic assessment. In the third unit, the learner will learn how to analyze lessons to determine if they are authentic, and will explore the standards of authentic instruction. The fourth unit requires that the learner engage in the action research cycle, including guided practice in each cycle step. In the last unit, the completion of the culminating activity based on the collection of reflections and results from course activities will occur.

Precourse Expectations:

1. Familiarize yourself with the content of the entire course before your study group begins their work. Be sure to go through all the on-screen content, read all documents, and think about the activities.
2. Review the unit content before your study group begins work on it.
3. Check sync point tasks at the end of each course unit. All tasks that you must complete are listed in the Sync Point Instructions box at the end of each unit in this guide.

UNIT 1: INTRODUCTION**Facilitator Notes****Unit Overview:**

This unit will provide the learner with an overview of course content and objectives.

Facilitator Expectations:

Review the unit content of the unit before the study group begins its work. Be sure to go through all the on-screen content, read all documents, and think about the activities.

Section 1.1: Introduction**Topic 1.1.2 Course overview**

This course is divided into five units. The first unit is an introduction to the objectives and materials of the course. The second unit focuses on authentic intellectual work, teaching, learning, and authentic assessment. In the third unit, you will learn how to analyze lessons to determine if they are authentic, and you will explore the standards of authentic instruction. The fourth unit requires that you engage in the action research cycle, including guided practice in each cycle step. In the last unit, the completion of the culminating activity based on the collection of reflections and results from course activities will occur.

The following is an estimate of the time it will take to complete each unit.

Unit 1	Unit 2	Unit 3	Unit 4	Culminating Activity	Total
50 minutes	8 hrs. 42.5 minutes	6 hrs. 21.5 minutes	11 hrs. 6 minutes	3 hours	30 hours

At the beginning of each unit you will have the opportunity to print an activity time breakdown document that explains how much time each individual unit activity requires.

Topic 1.1.3 Course Objectives

As a result of this course, you will be able to:

- Analyze and adapt current instructional practices to reflect appropriate elements of authentic instruction incorporating technology and to create an authentic learning environment.

- Incorporate authentic instruction with technology while focusing on the achievement of academic standards by all students.
- Implement authentic instruction as a means of increasing student engagement.
- Utilize technology effectively in authentic instruction to promote higher level thinking skills.
- Develop and implement appropriate assessment strategies for an authentic learning environment.

Topic 1.1.4 Classroom Look-fors

The following look-fors, or evidence based behaviors that positively impact student learning, can be used as guidelines for determining whether instruction is truly authentic. At the conclusion of this course, the following look-fors will be evidenced in your instruction:

- Teacher engages students in higher order thinking using technology.
- Teacher provides opportunities for students to develop and demonstrate a depth of knowledge and understanding of central and significant concepts.
- Teacher encourages substantive conversation and/or elaborated writing that extends student understanding of the subject.
- Teacher designs instruction that enables students to connect subject matter to personal or public issues or concerns they have faced or are likely to face in the world beyond the classroom.
- Teacher creates a classroom environment that incorporates strong social support mechanisms for academic achievement.
- Teacher supports student use of 21st Century skills and technology.

Topic 1.1.5 Course Materials

Course Activity: Classroom Look-fors Precourse Self-assessment

In this activity you will conduct a self-assessment of your current implementation of authentic instruction.

1. Print the "Learning Log Rubric."
2. Print the "Teaching Authentic Classroom Look-fors Rubric."
3. Close the "print" windows.
4. Using the "Authentic Instruction Classroom Look-fors Rubric", self assess your current implementation of the authentic standards.
5. In the table below, document your pre assessment score. You will revisit these scores at the end of the course.

Look-for	Rubric Score
Higher Order Thinking Skills	
Depth of Knowledge	
Substantive Conversation	
Personal Connection	

Classroom Environment	
Student use of 21st Century Skills	

6. Enter a summary of the responses in your **Learning Log** by clicking on "Resources" and then "Learning Log."
(Label your entry "Classroom Look-fors Precourse Self-assessment")
7. Close the Learning Log window to return to the course.

Personal Notes for Implementation:

Sync Point Discussion Activity

In this activity you will participate in a discussion with the other members of your study group regarding the key concepts considered in this unit.

1. Print the rubric your facilitator will use to provide feedback on your participation in sync point discussion activities. Save this rubric for reference for these activities throughout the course.
2. Close the "print" window.
3. You will be notified when your facilitator has posted a topic for this discussion. You cannot complete this activity until he/she has done so. Be sure to check your "Inbox."
4. Open the discussion group by clicking on "Course Resources" menu on the top left of the screen and select "Discussion."
5. On the discussion page, select the "Sync Point" discussion group and look for your facilitator's posting for Unit 1.
6. You must **post a response** to your facilitator's topic and either **reply** to the postings of others, or ask them questions. If you choose, you may start a new, related topic to discuss a specific concept in more detail. A study group discussion is a key element of the course and much can be learned from participating.
7. Return to this discussion frequently to monitor the discussion and add your inputs.
8. Close the browser window to return to the course.

Personal Notes for Implementation:

Facilitator Sync Point Instructions

Unit 1 Sync Point Tasks:

1. Post the sync point discussion question/topic and monitor discussions. Be sure to label it as the "Unit 1" discussion. Email your study group to inform them that the "Unit 1" sync point discussion topic has been posted. Let them know when the time allotted for the discussion is over. Monitor and participate in the discussions as needed.

Discussion topic:

Use this opportunity to allow your study group members to get to know each other. The posting for this unit should have the online learner do two things:

- a. Introduce yourself and tell the other study group members about yourself.
 - b. Discuss the characteristics of the 21st Century student. How would authentic instruction appeal to your students?
2. Make the necessary informal classroom observations using the "look for" provided for this course.
 3. Read respond to the learning log entries. There was one in this unit:
 - Classroom Look-fors Precourse Self-assessment
 4. Answer emails from the study group.
 5. Monitor individual progress. Acknowledge learners who have reached the sync point.
 6. Maintain weekly online office hours where you will be logged into the "Chat" feature to assist your learners. You must communicate these hours to your study group.
 7. When learners have completed the sync point discussion, you may release them to the next unit of study. The timing of this release is at the discretion of the facilitator.

Learning Log Rubric

	Scoring Levels			
	(Advanced)	(Proficient)	(Emerging)	(Novice)
Completeness	Completes all aspects of the activity with reflective responses	Completes all aspects of the activity	Completes some aspects of the activity	Does not complete the activity
Understanding of Course Content	Entry demonstrates a strong understanding of course concepts	Entry demonstrates a clear understanding of course concepts	Entry demonstrates some (limited) understanding of course concepts	Entry demonstrates little or no understanding of course concepts

Application of Course Content	Entry demonstrates definite and appropriate application of course concepts	Entry demonstrates a clear application of course concepts	Entry demonstrates limited evidence of application of course concepts	Entry demonstrates little or no evidence of application of course concepts
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Rubric for Sync Point Discussions*

	Scoring Levels			
	(Advanced)	(Proficient)	(Emerging)	(Novice)
Frequency of Postings	Responds to the initial posting by facilitator and posts multiple replies to other group members' postings	Responds to the topic posted by facilitator and posts 1 reply to other group members' postings	Responds to the topic posted by facilitator <u>or</u> posts multiple replies to other group members' postings	No postings
Timeliness of Postings	Response to initial posting and multiple replies to other members' postings are done within specified time period	Response to initial posting and reply to other member's postings are done within specified time period	Response to initial posting <u>or</u> reply to other member's postings are done within specified time period	Postings are not done during specified time periods
Content of Postings	Responses are insightful, demonstrate a strong understanding of course concepts and definite application to practice	Responses demonstrate a clear understanding of course concepts and some application to practice	Responses relate to course concepts, but no elaboration. Evidence of possible misunderstandings.	Responses are not related to course concepts <u>or</u> no posting

UNIT 2: AUTHENTIC TEACHING

Facilitator Notes

Unit Overview:

This unit focuses on how authentic instruction prepares students for the 21st Century. This unit begins with a definition of authentic instruction and explains why authentic instruction is effective based on fundamental research focusing on how people learn. Next, the core components of authentic intellectual work, authentic teaching, and authentic learning are explored. Finally, a connection between authentic instruction and authentic assessment is established. Throughout this unit learners will consider their current and future use of technology in the classroom to promote higher order thinking skills.

Facilitator Expectations:

Review the unit content before the study group begins its work. Be sure to go through all the on-screen content, read all documents, and think about the activities.

Additional Resources/Research:

The following items may be helpful in preparing your role in facilitating this unit:

- Bransford, J. (Ed.). (1999). *How People Learn: Brain, Mind, Experience and School*. Retrieved June 18, 2007, from <http://books.nap.edu/html/howpeople1/>
- Newmann, F.M., Bryk, A.S., & Nagoaoka, J.K. (2001). *Authentic intellectual work and standardized tests: Conflict or Coexistence?* Chicago: Chicago School Research Consortium. (Available at: <http://www.consortium-chicago.org/publications/p0a02.html>)
- Wiggins, G. (1998). *Educative Assessment: Designing Assessments to Inform and Improve Student Performance*. San Francisco, CA: Jossey-Bass.
- http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120 21st Century Skills Partnership, Framework for 21st Century Learning
- <http://www.metiri.com/features.html> enGauge 21st Century Skills - from the Metiri Group
- Knowles, M.S., (1984). *Andragogy in Action: Applying modern principles of adult education*. San Francisco, CA: Jossey-Bass.
- <http://www.loticonnection.com/lotilevels.html> - Levels of Technology Integration framework.
- http://cnets.iste.org/teachers/t_stands.html ISTE NETS standards for teachers

Unit Overview:

This unit focuses on how authentic instruction prepares students for the 21st Century. This unit begins with a definition of authentic instruction and explains why authentic instruction is effective based on fundamental research focusing on how people learn. Next, the core components of authentic intellectual work, authentic teaching, and authentic learning are explored. Finally, a connection between authentic instruction and authentic assessment is established. Throughout this unit you will consider your current and future use of technology in the classroom to promote higher order thinking skills.

Section 2.1: Authentic Teaching and Learning

Topic 2.1.1: What Is Authentic Intellectual Work?

Course Activity: Authentic Teaching K-L-D Chart

In this activity you will reflect on authentic instruction.

1. Print and read the "Planning Guide: An Explanation of the K-L-D Chart."
2. Print the "Authentic Teaching K-L-D Chart."
3. Close the "print" windows.
4. Complete the "K" column of the chart, recording what you already know about the topic.
5. Save the chart for later use. You will be directed when to fill in the "L" and "D" columns. This information will be used to complete the culminating activity.
6. Return to the course to continue.

Personal Notes for Implementation:

Topic 2.1.2: What Is the Teacher Experience?

Course Activity: Teacher Reflection

In this activity you will analyze and critique your current instruction for evidence of authentic instruction. This activity will help you to develop areas of strength and focus areas.

1. Think of a situation in your life where you used knowledge to solve a problem that you felt really was a significant, worthwhile or meaningful problem. The problem does not necessarily have to be related to education, but must be considered meaningful.
2. Using your situation identify how you used the following in your problem solving:
 - a. How did you organize knowledge?
 - b. How did you make interpretations, evaluations, and/or hypotheses?
 - c. How did you use previous experiences/learning to solve the problem?

3. Identify and describe issues that you faced during this process.

4. What percentage of class time do you engage students in the type of problem solving described above? Do you think that this is enough time? Please justify your answer.

5. If applicable, how would you describe the role that technology played (or could have played) in your problem solving process?

6. As you think of how technology was used or could have been used, please refer to the "Technology: Productivity Use vs. Higher Level Thinking Use" chart found in the document "An Introduction to New Internet Literacies for Educators: Blogs, Wikis, RSS, Online Bookmarking" that was presented to you previously. Consider how you used or could have used technology as a vehicle for higher level thinking and not just for productivity.

7. Using the following Likert scale items, self assess your current authentic instruction practices. Based on your responses, be prepared to explain your self-assessment ratings in your learning log:

1	2	3	4
Disagree	Somewhat Disagree	Somewhat Agree	Fully Agree

Authentic Instruction Practices	Self-assessment Rating
Students make a personal connection between the content I teach and their personal lives.	
Students see a connection between classroom material and the real world professions for which the content prepares them.	
Students are engaged in meaningful conversations, both student to student and teacher to student, that focus on core concepts of the curriculum.	

Students engage in meaningful discussions while utilizing technology as the method for communicating, collaborating, analyzing, evaluating, and creating.	
Students are engaged in higher order thinking skills (analysis, evaluation, creation).	
Higher order thinking skills are promoted and enhanced through the use of technology, using technology applications for higher order thinking and not just productivity.	
A depth of knowledge is promoted by maintaining focus on core subject matter.	

8. Summarize your responses to the chart in the space provided, including your rationale where appropriate. You will enter your summary in the Learning Log. (Additions will be made to the Learning Log throughout the course. It will be used for reference during the Culminating Activity at the end of the course.):

9. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Teacher Reflection.")

10. Close the Learning Log window to return to the course.

Personal Notes for Implementation:

Course Activity: Student Focus Group Protocol

In this activity you will choose a cross section of students for your student focus group.

1. Select two students who you think are "low performers."

1.
2.

2. Select two students who you think are "average performers."

1.
2.

3. Select two students who you think are "high performers."

1.
2.

4. As you progress through the course, you will utilize these six students throughout various activities in this course. As directed, record your results of these activities.
5. Enter specifically your rationale for selecting these students in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Student Focus Group Protocol.")
6. Close the Learning Log window to return to the course.

Personal Notes for Implementation:

Job-embedded Activity: Student Interviews

In this activity you will continue to evaluate your classroom instruction by interviewing the student focus group. Interview questions will be based on Dr. Fred Newmann's four standards of authentic instruction. The student perspective will be critical in your self analysis.

You may also conduct the student interviews online. Look for free online survey resources to use or consult your technology coordinator for more directions. If you use the online tools, be sure to include open-ended questions and not just yes/no questions and be sure the tool allows space for students to write adequately.

1. Summarize the focus group's responses to each question in the space provided. Be prepared to add the summary to your Learning Log.

Higher Order Thinking:

- Do you use technology in this class to find answers, evaluate, explain, and/or create something?
- Do you develop arguments in this class or explanations for the way you feel, with which other people might not agree? How do you share this information?

Depth of Knowledge:

- What topics do you focus on in this class? How do you apply these concepts to real situations?
- Do you feel comfortable taking risks when sharing ideas or answering questions in class?
- How do you use technology in class to extend your thinking on major class topics?
- Describe your use of technology in the classroom.

Substantive Conversation:

- How do you feel about the discussions that occur in this class, both between students and between the teacher and students? Do these discussions stay focused on the subject matter?
- Do these discussions extend beyond the class day, e.g., is there a class blog, wiki, or email exchange that allows students to reflect on the day's learning?

Connecting to the World Beyond the Classroom:

- What connection do you see between what you are learning in class and the world outside of school?

- What have you learned about professions or jobs that are related to this subject?

2. Enter a summary of the responses in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Student Interviews")
3. Close the Learning Log window to return to the course.

Personal Notes for Implementation:

Prediscussion Activity: Examples of Authentic Teaching

The purpose of this activity is to critique examples of authentic, discipline specific instruction using the provided checklist. Then, use reflection to further extend your learning.

1. Print and read "Examples of Authentic Language Arts Instruction."
2. Close the "print" window.
3. Using the chart below, please analyze the authentic examples provided to you. The chart will help you identify if an authentic standard is present, whether technology is being utilized effectively, and describe how the standard has been implemented.

Authentic Standard	Present? (Y/N)	Higher Order Technology (not productivity) Tools Utilized Effectively Based on the Standards? Describe implementation.	Higher Order Technology (not productivity) Tools Utilized Effectively Based on the "Range of Instructional Practice" Chart? Describe implementation.
Promotes Higher Order Thinking Skills			
Promotes Depth of Knowledge			

Promotes Substantive Conversation			
Connects to the World Beyond the Classroom			

4. For the purpose of the online discussion, summarize your responses in the space provided.
5. Fill in the "L" and "D" columns of your "Authentic Teaching K-L-D Chart."
6. Return to the course and advance to the next screen in order to receive further instructions to share your summary online.

Personal Notes for Implementation:

Prediscussion Activity: Authentic Instruction and Inclusive Populations

In this activity you will consider authentic instruction in the context of the subgroups and inclusive population students in your classroom.

1. Using the questions provided, reflect on your experience with authentic instruction and the subgroup/inclusive population students in your classroom.
 - What percentage of the class time do you involve your inclusive population students in higher order thinking skills/critical thinking?
 - How might you increase student engagement in higher order thinking/critical thinking activities and what impact could this have on academic achievement?
 - How do you use higher order technology tools and/or assistive technology to expand the time students are engaged in higher order thinking/critical thinking activities?
 - How might you increase your use of higher order technology tools and approaches to have a greater impact on the inclusive population of your class based upon the information provided in the article?
 - What challenges do you face when engaging inclusive populations in authentic instruction?
 - What benefits will you realize when instructing subgroups authentically?
2. For the purpose of the online discussion, summarize your responses in the space provided.
3. Fill in the "L" and "D" columns of your "Authentic Teaching K-L-D Chart."
4. Return to the course and advance to the next screen in order to receive further instructions to

share your summary online.

Personal Notes for Implementation:

Topic 2.1.3: How Do I Teach Authentically and Still Meet Academic Standards?

Prediscussion Activity: Meeting the Standards

In this activity you will consider the relationship between authentic instruction and the academic standards.

1. Using the questions provided, reflect on teaching authentically and meeting the academic standards.
 - How do you create a balance between meeting academic standards and teaching authentically?
 - What concerns did you have about teaching authentically and student achievement prior to reading the article?
 - Which concerns were alleviated?
 - Which concerns have not clearly been addressed?
 - How will you find additional information or whom would you ask for assistance?
2. For the purpose of the online discussion, summarize your responses in the space provided.
3. Fill in the "L" and "D" columns of your "Authentic Teaching K-L-D Chart."
4. Return to the course and advance to the next screen in order to receive further instructions to share your summary online.

Personal Notes for Implementation:

Topic 2.1.4: What Is the Student Experience?

Course Activity: Student Experience

In this activity you will consider the student experience in your classroom using Likert scale items to reflect on roles, expectations, engagement, and student benefits.

1. Complete the following questions:

1	2	3	4
Disagree	Somewhat Disagree	Somewhat Agree	Fully Agree

The Student Experience	Rating
I feel that my students have high expectations for me and my class.	
My students get excited to come to my class.	
I provide my students with opportunities to revise their thinking in a meaningful way.	
I provide personal support for my students' learning.	
I provide instruction that connects directly to my students' interests.	
My students have a high level of respect for me.	
My students have a high level of respect for each other.	
I encourage my students to ask questions and to express opinions.	
I encourage my students to take academic risks.	
I provide opportunities for students to interact with real data sets.	
I provide opportunities for my students to engage in online simulations and activities.	
My students conduct online research to support activities in my classroom.	
I provide opportunities for my students to collaborate and communicate virtually.	
I provide ample opportunities and exercises that require my students to develop arguments and construct explanations.	
I engage my students in meaningful and substantive conversations around the subject matter.	
I provide ample opportunities for my students to hold substantive conversations with each other, where students are encouraged to build upon one another's ideas.	
My students view me as someone who embraces and utilizes technology in instruction as well as personally for communication, research, analysis, evaluation, and synthesizing ideas.	

2. Using the questions provided, reflect on your responses in the space below. Be sure to include your rationale and be prepared to enter your reflection in the learning log.

- In what areas do you feel your strengths lie? Please explain.

- What are definite areas for improvement? Please explain.

- What new insight did you gain from this reflection?

3. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Student Experience.")
4. Close the Learning Log window to return to the course.

Personal Notes for Implementation:

Section 2.2: Authentic Assessment

Topic 2.2.1: What Is Authentic Assessment?

Course Activity: Assessment Adaptation

In this activity you will use the "Standards and Scoring Criteria for Assessment Tasks and Student Performance" document to evaluate an assessment.

1. Print and read "Standards and Scoring Criteria for Assessment Tasks and Student Performance in Language Arts."
2. Print and read "Sample Language Arts Assessment."
3. Close the "print" windows.
4. Reflecting on the information presented in the articles and sample assessment for the "Demonstration Speech," please complete the following questionnaire:

Questions	My Analysis
What type of assessment did you review? (Circle all that apply.)	Diagnostic ----- Formative ----- Summative
What rationale can you provide for	

placing the assessment into this category?	
--	--

When and where would this assessment be used most effectively? Please provide rationale.	
Based on the articles read previously, what did you feel were the strengths of this assessment?	STRENGTHS OF THE ASSESSMENT <ul style="list-style-type: none"> • • • •
What areas, specifically in terms of authenticity, do you see as areas for improvement?	AREAS FOR IMPROVEMENT <ul style="list-style-type: none"> • • • •

5. Now, compare your analysis with an expert's analysis of the same assessment:

Questions	Expert's Analysis
What type of assessment did you review? (Circle all that apply.)	<u>Diagnostic</u> ----- <u>Formative</u> ----- <u>Summative</u>
What rationale can you provide for placing the assessment into this category?	This could easily fit into all three categories. It could be a diagnostic assessment, which is used at the beginning of a learning experience to demonstrate what or how much students need to learn about the art of preparing and giving a speech. It could also be used as a formative assessment to gauge how far a student has come within the speech unit. This would be an assessment during the learning experience for speech... practice if you will. And it is a possible summative assessment to gauge the value and validity of the teaching experience at the end of the unit on speech. All three forms of assessment have validity in this skill-rich assessment.
When and where would this assessment be used most effectively? Please provide rationale.	This was answered in the above response. This also leads to a problem in the analysis of this type of assessment. It is unclear where or when the teacher should use this type of assessment.

Based on the articles read previously, what did you feel were the strengths of this assessment?	<p>STRENGTHS OF THE ASSESSMENT</p> <ul style="list-style-type: none"> • It is a real world task. People are frequently required to make presentations requiring these skills in the work place. • This requires the student to be "an effective performer" in his/her presentation. • The assessment leaves the topic up to the student therefore; the student is in control of his assessment. (Also a weakness of the assessment.) • The criteria for evaluation are clear and valid. They lend themselves to consistency for the needed reliability. • This is clearly an "ill structured" challenge that is complex and ambiguous often found in the real world.
What areas, specifically in terms of authenticity, do you see as areas for improvement?	<p>AREAS FOR IMPROVEMENT</p> <p>My only concern is that the idea of a speech to "demonstrate something" may be too broad. However, the topic is wide open for a student to develop his/her demonstration.</p> <p>One would expect some control factor to be presented so that a student does not expect to demonstrate something that may be deemed inappropriate for the school classroom.</p>

*Assessments were reviewed by Frank Champine, noted authentic assessment expert.

- Summarize how you would specifically adapt the assessment to make it more authentic. Please focus your attention on how you could incorporate technology by referring to the higher levels of the "Range of Instructional Practice" chart and the "Technology: Productivity Use vs. Higher-Level Thinking Use" chart. Include what you learned from comparing your analysis to the expert's analysis in the space below.
- Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Assessment Adaptation.")
- Close the Learning Log window to return to the course.

Personal Notes for Implementation:

Prediscussion Activity: Performance Assessment Task

In this activity you will review an additional assessment example. You will apply the standards and scoring criteria, and reflect on your current application of performance assessments.

1. Print and read "Language Arts Performance Assessment Sample."
2. Close the "print" window.
3. Reflecting on the information presented in the articles and "Of Mice and Men" sample performance assessment, please complete the following questionnaire:

Questions	My Analysis
What type of assessment did you review? (Circle all that apply.)	Diagnostic ----- Formative ----- Summative
What rationale can you provide for placing the assessment into this category?	
When and where would this assessment be used most effectively? Please provide rationale.	
Based on the articles read previously, what did you feel were the strengths of this assessment?	STRENGTHS OF THE ASSESSMENT • • • •
What areas, specifically in terms of authenticity, do you see as areas for improvement?	AREAS FOR IMPROVEMENT • • • •

4. For the purpose of the online discussion, summarize your responses in the space provided. Please include in your summary places where you could use higher order technology tools to enhance the assessment.

5. Fill in the "L" and "D" columns of your "Authentic Teaching K-L-D Chart."
6. Return to the course and advance to the next screen in order to receive further instructions to share your summary online.

Personal Notes for Implementation:

Web Research Activity: Authentic Assessment

This activity will help you to find and explore various authentic assessments for the purpose of evaluation, adaptation, and reflection using the standards and scoring criteria provided earlier in the course. Please try to select assessments that you have not seen before.

1. Click to open a search engine that will display a list of Web sites that relate to authentic assessment.
2. Identify three sample assessments in the space below.
 -
 -
 -
3. Using the following questions to guide your thoughts, summarize your findings in the space below.
 - a. What type of assessments have I found? (Formative, Diagnostic, etc.)
 -
 -
 -
 - b. Which characteristics of these assessments make them authentic?
 - c. What would you add to these assessments to make them more authentic and meaningful?
 - d. Considering your own classroom, where do you feel that your current assessments could be improved in terms of authenticity?

- e. How could you consciously make these changes to improve your assessments?
- f. How could higher order technology tools be used to increase the authenticity of your assessments? What perceived impact might higher order technology incorporation have on your students?

- 4. Close the browser window.
- 5. Return to the course to continue.

Personal Notes for Implementation:

Job-embedded Activity: Implement an Authentic Assessment

In this activity you will create/adapt and implement an authentic assessment in your classroom.

- 1. Select a lesson or subject that is timely and relevant to your curriculum and that you would like to assess in a more authentic manner. You may also take an existing assessment tool that you use and adapt it.
- 2. Using the "Standards and Scoring Criteria for Assessment Task and Student Performance in Language Arts" document, critique your existing assessment or begin to develop a new assessment in the space provided. Considering the "Technology: Productivity Use vs. Higher-Level Thinking Use" chart provided in this course, please focus on meaningful ways that higher order technology tools could be used.
- 3. Implement your new or adapted authentic assessment in your classroom.
- 4. Summarize your experience in implementing an authentic assessment in the space provided. Be prepared to add the summary to your Learning Log.
- 5. Enter a summary of your responses in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Implement an Authentic Assessment")
- 6. Close the Learning Log window to return to the course.

Personal Notes for Implementation:

Sync Point Discussion Activity

Now that you have reached the end of this unit, you will take part in a sync point discussion with other members of your study group. There are two different ways this can occur:

1. **Option 1 (preferred):** Your study group will be asked to meet for a 1 hour face-to-face meeting with your facilitator, or
2. **Option 2: Your study group will have an online sync point discussion.**

Your facilitator will contact you to let you know which option you are using for the end of this unit. Once you are notified, please follow the corresponding instructions below:

Option 1 Instructions: Face-to-Face Sync Point Meeting

This option will have you meet with your study group members and your facilitator for a 1 hour face-to-face meeting. For this meeting, be prepared to discuss with the group:

- a. Research findings - as well as the teacher and student experience - illustrate the transforming power of authentic intellectual work. As you reflect upon the course activities from Unit 2, identify the challenges and benefits you and your students might face by teaching authentically. Please also describe where higher order technology fits into authentic instruction.
- b. What have you learned and what insights gained from this unit?
- c. What unanswered questions have been raised in your mind?

Your facilitator will let you know where and when this meeting will be. Follow his/her instructions. Be sure to participate conscientiously.

Option 2 Instructions: Online Sync Point Discussion

This option will have you discuss topics from this unit with others in your study group online.

1. You will be notified when your facilitator has posted a topic for this discussion. You can not complete this activity until he/she has done so. Be sure to check your "Inbox."
2. Open the discussion group by clicking on "Course Resources" menu on the top left of the screen and selecting "Discussion."
3. In the discussion page, select the "Sync Point" discussion group and look for your facilitator's posting for Unit 2.
4. You must post a response to your facilitator's topic and also either reply to the postings of others, or ask them questions. If you choose, you may start a new, related topic to discuss a specific concept in more detail. A study group discussion is a key element of the course and much can be learned from participating.
5. Return to this discussion frequently to monitor the discussion and add your inputs. Bear in mind that the quiz at the end of the unit will in part be based on this discussion.
6. Close the browser window to return to the course.

Personal Notes for Implementation:

Facilitator Sync Point Instructions

Unit 2 Sync Point Tasks:

1. Let your study group know which sync point discussion option you are using. Email them well in advance to let them know how they will be participating. The topic is the same regardless of the option chosen.
 - If you have chosen Option 1, which is the face-to-to-face meeting, let your participants know when and where it will be held.
 - If you have chosen Option 2, which is the online sync point discussion, post the sync point discussion question/topic and monitor discussions. Be sure to label it as the "Unit 2" discussion. Email your study group to inform them that the "Unit 2" sync point discussion topic has been posted. Let them know when the time allotted for the discussion is over. Monitor and participate in the discussions as needed.

Discussion topic:

Research findings - as well as the teacher and student experience - illustrate the transforming power of authentic intellectual work. As you reflect upon the course activities from Unit 2, identify the challenges and benefits you and your students might face by teaching authentically. Please also describe where higher order technology fits into authentic instruction.

Note: If you have chosen Option 1, the face to face meeting, you must post a summary of that meeting in place of the online sync point discussion as a record of the meeting that all study group members can access. It should be posted where the online sync point discussion would have been. Be sure to include the following information in your summary:

- Who attended the session
 - How long it lasted, as well as where and when it occurred
 - The topic of discussion
 - The outcomes and any resulting actions as a result of the discussion
2. Make the necessary informal classroom observations using the "look-fors" provided for this course.
 3. Read/respond to the learning log entries. There were six in this unit:
 - Teacher Reflection
 - Student Focus Group Protocols
 - Student Interviews
 - Student Experience
 - Assessment Adaptation
 - Implement an Authentic Assessment
 4. Monitor learner discussion participation and quiz essay questions. Although you are not scoring, rubrics are provided to allow you to determine the level of quality. Provide feedback.
 5. Monitor individual progress. Acknowledge learners who have reached the sync point.
 6. Maintain weekly online office hours where you will be logged into the "Chat" feature to assist your learners. You must communicate these hours to your study group.
 7. When learners have completed the sync point discussion, you may release them to the next unit. The timing of this release is at the discretion of the facilitator.

Unit 2 Multiple Choice Questions:

Refer to the "Review Content" feature online in the facilitator console.

Unit 2 Essay Question:

In working through this unit you explored the criteria of authentic intellectual work, and how teachers and students benefit from authentic teaching and learning. As you reflect on research findings and what you have learned, explain why authentic instruction and assessment are effective, based on how people learn, and their significance in preparing students for the 21st Century workplace. Think about a specific lesson and evaluate how you are currently incorporating components of authentic instruction and assessment into your classroom. Describe how you plan to include these components and higher order technology into upcoming authentic lessons in order to improve student achievement and increase student engagement.

As you write be sure to include:

- How authentic teaching is effective based on research findings regarding how people learn.
- How authentic teaching prepares students for the 21st Century workplace.
- How you are currently incorporating components of authentic instruction and assessment into your lessons.
- Explanations or detailed descriptions of how you plan to incorporate components of authentic instruction and assessment and higher order technology into your upcoming authentic lessons to improve student achievement and increase student engagement.

Rubric for Unit #2 Essay Question

	(Advanced)	(Proficient)	(Emerging)	(Novice)
Description of how authentic teaching is effective, based on research findings regarding how people learn	Provides detailed description of how authentic teaching is effective, based on research findings regarding how people learn.	Provides adequate description of how authentic teaching is effective, based on research findings regarding how people learn.	Provides satisfactory description of how authentic teaching is effective, based on research findings regarding how people learn.	Provides limited description of how authentic teaching is effective, based on research findings regarding how people learn.

Examples of how authentic instruction prepares students for the 21st Century workplace	Offers clear and convincing explanation of how at least three examples identified illustrate the skills of effective communications, problem solving, and higher order technology use.	Offers clear and plausible explanation of how at least two examples identified illustrate the skills of effective communication, problem-solving or higher order technology use.	Offers questionable explanation of, or only alludes to, the connection between examples and the skills of effective communication, problem-solving, or higher order technology use.	No examples offered, no explanation provided, or only faulty explanation provided of the connection between examples and illustrate the skills of effective communication, problem-solving, or higher order technology use.
Explanations or detailed descriptions of how authentic instruction and assessment are currently used in instructional practice	Detailed description of how (a) specific instructional activities, (b) assessment assignments to students, and (c) teachers' criteria for evaluating student performance reflect specific standards for authentic instruction and assessment.	Detailed description of how two of (a), (b), or (c) reflect specific standards for authentic instruction and assessment.	General, though not detailed description of how two of (a), (b), or (c) reflect specific standards for authentic instruction and assessment.	No description of how (a) specific instructional activities, (b) assessment assignments to students, and (c) teachers' criteria for evaluating student performance reflect specific standards for authentic instruction and assessment.
Examples of how components of authentic instruction and assessment, and higher order technology will be incorporated into future lessons	Taken together, the examples clearly reflect all of the four standards of authentic instruction and assessment. Higher order technology effectively aligns with the "create" and "evaluate" designations in the "Range of Instructional Practice" chart.	Taken together, the examples clearly reflect at least three of the four standards. Higher order technology use is approaching alignment with the "create" and "evaluate" designations in the "Range of Instructional Practice" chart.	Examples may reflect one or more of the four standards, but the connection is not clear. Higher order technology use aligns with the "apply" and "analyze" designations in the "Range of Instructional Practice" chart.	Most of the examples are unlikely to reflect any of the four standards. Higher order technology use aligns with the "remember" and "understand" designations of the "Range of Instructional Practice" chart.

Conventions	Excellent evidence of correct spelling, grammar, mechanics, usage, and sentence formation—no more than two errors.	Adequate evidence of correct spelling, grammar, mechanics, usage, and sentence formation—no more than five errors.	Some evidence of correct spelling, grammar, mechanics, usage, and sentence formation—no more than 10 errors.	Limited evidence of correct spelling, grammar, mechanics, usage, and sentence formation—more than 10 errors.
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UNIT 3: DEVELOPING AUTHENTIC INSTRUCTION

Facilitator Notes

Unit Overview:

This unit will explore classroom instructional practices against the four standards of authentic instruction. This unit focuses on the analysis and adaptation of classroom lesson planning. First, the learner will analyze authenticity of a sample lesson. Next, the learner will apply the four standards to lesson development. Lastly, the learner will evaluate, adapt, and incorporate an authentic lesson into his/her future instruction.

Facilitator Expectations:

Review the unit content before the study group begins its work. Be sure to go through all of the on-screen content, read all documents, and think about the activities.

Additional Resources/Research:

- <http://www.criticalthinking.org/>
- <http://ccsr.uchicago.edu/content/publications.php>
- Anderson, L.W., & Krathwohl (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.
- http://news.com.com/Futurist+To+fix+education,+think+Web+2.0/2100-1032_3-6140175.html - To fix education, think Web 2.0, interview with John Seeley-Brown
- <http://ilt.msu.edu/vol10num2/emerging/> - EMERGING TECHNOLOGIES
Tag Clouds in the Blogosphere: Electronic Literacy and Social Networking by Robert Godwin-Jones, Virginia Commonwealth University

Unit Overview:

This unit will explore classroom instructional practices against the four standards of authentic instruction. This unit focuses on the analysis and adaptation of classroom lesson planning. First, you will analyze authenticity of a sample lesson. Next, you will apply the four standards to lesson development. Lastly, you will evaluate, adapt, and incorporate an authentic lesson in your future instruction.

Section 3.1: Analyzing and Adapting Authentic Instruction

Topic 3.1.1: How Do I Analyze Authentic Instruction?

Course Activity: Developing Authentic Instruction K-L-D Chart

In this activity you will reflect on developing authentic instruction.

1. Print the "Developing Authentic Instruction K-L-D Chart."
2. Close the "print" window.
3. Complete the "K" column of the chart, recording what you already know about the topic.
4. Save the chart for later use. You will be directed when to fill in the "L" and "D" columns.
5. Return to the course to continue.

Personal Notes for Implementation:

Course Activity: Lesson Comparison

In this activity you will compare a lesson that you currently teach against the "Standards and Scoring Criteria for Assessment Tasks and Student Performance in Language Arts" document.

1. Review the "Standards and Scoring Criteria for Assessment Tasks and Student Performance in Language Arts."
2. Close the "print" window.
3. Complete the following questions while reflecting on your lesson.
 - In what ways are the scoring criteria standards evident in your lesson?
 - Construction of knowledge
 - Elaborated written communication
 - Connection to students' lives
 - Referencing the "Range of Instructional Practice" chart provided in this course, describe where your higher order technology use best aligns with the higher level use described in the chart.
 - Describe how you might enhance higher order technology use to meet the upper levels of the chart and to promote higher order thinking.

- What areas of your lesson plan have the most room for improvement? Include potential opportunities for incorporating higher order technology at higher levels in your explanation.
 - Based on the scoring criteria for student work, in what areas do you feel you are most successful? Why?
 - How could you make student work more meaningful, rigorous, and engaging? Please explain.
4. Summarize your responses in the space provided. Be prepared to add the summary to your Learning Log.
 5. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Lesson Comparison")
 6. Close the Learning Log window to return to the course.
 7. Return to the course.

Personal Notes for Implementation:

Topic 3.1.2: How Do I Begin to Infuse Components of Authentic Instruction Into my own Lesson Planning?

Course Activity: Content Connection to Criteria

In this activity you will analyze the connection between authentic criteria, content specific material, 21st Century skills, and higher order technology integration.

1. Please complete the following:

Content to be taught: (i.e., Geology)_____

How do I currently promote higher order thinking skills?

How can I use the following to enhance development of higher order thinking skills?

21st Century Skills	Description of Use
Adaptability and managing complexity	
Self-Direction	
Curiosity	
Creativity	
Risk Taking	
Higher Order Thinking	
Sound reasoning	

How has higher order use of technology enhanced and enabled the above skills?

Content to be taught:_____

How do I currently promote depth of knowledge in this lesson?

How can I use the following to enhance the depth of knowledge in my classroom?

21st Century Skills	Description of Use
Basic literacy	
Scientific literacy	
Economic literacy	
Technological literacy	
Visual literacy	
Information literacy	

Cultural literacy	
Global literacy	

How has higher order use of technology enhanced and enabled the above skills?

Content to be taught:_____

How do I currently promote substantive conversation in this lesson?

How can I use the following to enhance the substantive conversations occurring in my classroom?

21st Century Skills	Description of Use
Teaming and collaboration	
Interpersonal skills	
Personal responsibility	

Social and civic responsibility	
Interactive communication	

How has higher order use of technology enhanced and enabled the above skills?

Content to be taught:_____

How do I currently promote connectedness beyond the classroom?

How can I use the following to enhance my ability to connect content beyond the classroom?

21st Century Skills	Description of Use
Prioritizing	
Planning	
Managing of results	

Effective use of real-world tools	
Ability to produce relevant, high quality products	

How has higher order use of technology enhanced and enabled the above skills?

- Summarize your findings in the space provided, including your best ideas for implementing higher order technology and 21st Century skills. Be prepared to add the summary to your Learning Log.
- Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Content Connection to Criteria.")
- Close the Learning Log window to return to the course.

Personal Notes for Implementation:

Course Activity: Pre-planning Guide

In this activity you will complete and reflect on a pre-planning guide that will prepare you for more focused work on the four standards of authentic instruction.

- Consider a future lesson that you will be teaching and complete the following questions:

What is the big content idea or key concept that I am trying to convey in this lesson?	
What is the end result I hope to achieve in this lesson?	
What concept in the lesson lends itself to authentic instruction?	
How can I reach my ultimate instructional goal through my instruction?	
Where do I need to make use of higher order technology tools to promote higher order thinking skills?	
How can I connect my classroom content to the students' lives beyond school? How can technology help facilitate this process?	
What considerations do I need to make for subgroups in my class?	

2. In the space below, summarize your responses. Please note any key ideas that came up while you completed the questions. These questions will guide you as you develop your authentic lesson in this unit.

3. Return to the course to continue.

Personal Notes for Implementation:

Topic 3.1.3: How Do I Promote Higher Order Thinking?

Course Activity: Developing Higher Order Thinking Skills

In this activity you will analyze how higher order thinking is promoted in your classroom for the purpose of applying new knowledge to your current lesson planning.

1. Answer the following questions in the space provided, focusing on how ideas could be implemented in your current lesson. Be prepared to add this information to your Learning Log.
 - a. In what ways do you currently ask your students to play the role of "receiver," for the goal of learning factual information?
 - b. What percentage of your lessons/lesson planning would you estimate is consumed by activities that focus on factual/information recall?
 - c. In what ways are students required to manipulate information and ideas in the selected lesson?
 - d. With what opportunities are students provided in order to combine facts and ideas for the purpose of analysis, evaluation, or creation?
 - e. How would you describe the "level of uncertainty" that is evident in your lesson, where instructional outcomes may be unpredictable?
 - f. In the chart below, identify the ways in which you utilize the higher order technology tools available to you for the purpose of engaging your students in higher order thinking skills. Remember, this is not simply a web search, but prescribed use of technology for the purpose of analyzing, evaluating, or creating something. As you are searching, think of the benefits and possibilities of Web 2.0 technologies in light of the information provided.

Technology	How it promotes higher order thinking

- g. Of the following (please see glossary or search the Internet if terms are unfamiliar to you), which could you see adding value to your lessons in terms of promoting higher order thinking? Please provide an explanation.

Technology	Use for higher order thinking
Create a podcast or vodcast to discuss a concept.	
Post podcast or vodcast to your personal webpage, or TeacherTube, or other resource.	
Create a blog.	
Create a wiki.	
Use RSS to gather selected resources surrounding a topic.	
Silent online debate.	
Presentations: selecting and using different multimedia formats.	

2. How would you specifically apply new knowledge about higher order thinking skills to your current lesson plans?
3. How would you take advantage of the interactive nature of Web 2.0 to facilitate conversations, collaborations, and sharing of ideas and media, in your current lesson plans?
4. Summarize your responses in the space provided, and be prepared to enter your responses in your learning log.
5. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Developing Higher Order Thinking Skills.")
6. Close the Learning Log window to return to the course.

Personal Notes for Implementation:

Topic 3.1.4: How Do I Promote Depth of Knowledge?

Prediscussion Activity: Focusing on Depth of Knowledge

In this activity you will prepare for an online discussion that will help you to focus your attention on promoting depth of knowledge in key content areas during your instruction.

1. Think about a lesson that you recently taught or will be teaching in the near future. Once you have identified the lesson, answer the following questions to provide a basis for your discussion input.
 - a. How do you delineate between what Fred Newmann refers to as knowledge that is deep or thick versus knowledge that is superficial or thin?
 - b. In your lesson, what are some examples of "deep" knowledge and what would be examples of "superficial" knowledge?

- c. Around what core ideas or concepts is your lesson built?
- d. How or what opportunities are your students given to demonstrate a "depth of knowledge" in the core concepts and ideas?
- e. Considering the "Range of Instructional Practice" chart and the "Technology: Productivity Use vs. Higher-Level Thinking Use" chart, what meaningful ways could you use technology to provide depth of knowledge?
- f. What opportunities in your lesson exist for the following:

Task	Opportunity in Your Lesson
Students make clear distinctions.	
Students solve complex problems associated with core subject matter.	
Students construct explanations and work with complex understandings.	
Producing depth by covering fewer topics in systematic and connected ways.	

2. For the purpose of the online discussion, summarize your responses and main ideas to the chart

in the space provided.

3. Fill in the "L" and "D" columns of your "Developing Authentic Instruction K-L-D Chart."
4. Return to the course and advance to the next screen in order to receive further instructions to share your summary online.

Personal Notes for Implementation:

Topic 3.1.5: How Do I Promote Substantive Conversation?

Web Research Activity: Substantive Conversation

This activity will help you to find and explore information on substantive conversation in your content area.

1. Click to open a search engine that will display a list of Web sites that relate to substantive conversation in your discipline.
2. Identify three key ideas that you found meaningful or valuable. Please include at least one idea for higher level technology infusion:
 - a.
 - b.
 - c.
3. Using the following questions to guide your thoughts, summarize your findings in the space below.
 - a. Where do I see challenges when facilitating substantive conversations in my class?

b. How could I implement new ideas into the conversations that I have in my class?

c. What other information would I like to have?

4. Close the browser window.

5. Return to the course.

Personal Notes for Implementation:

Job-embedded Activity: Developing Substantive Conversation

In this activity you will evaluate the substantive nature of conversations occurring in a recently taught lesson, and will find new ways to apply concepts to future lessons.

1. Think about specific conversations that are built into your lesson. Then, respond to the following questions to evaluate conversations that are occurring in your classroom:
 - a. What opportunities do I provide for meaningful, substantive teacher-to-student and student-to-student interactions in my lesson?
 - b. Are the conversations intended to involve considerable interaction about the major or key ideas of a concept? Do they achieve this goal, or do the subjects shift away from the intended focus?
 - c. How do I manage the challenges associated with discussions occurring in a somewhat unscripted environment?

- d. How do I bring these conversations to an online dimension, e.g., by using email, a blog, a wiki or another vehicle that allows asynchronous (anywhere, anytime, home or school) communication with my students, which allows them to consider and respond to one another?
2. Use the following questions to identify specifically the adaptations that you will implement into your lesson to enhance the substantive nature of conversations in your classroom. Be prepared to summarize your next steps in the learning log.
- a. What opportunities exist where higher order thinking skills can be built into the conversations? Describe specifically how you will promote the following, and consider how technology may help you to involve more students: (Please refer to the "Range of Instructional Practice" and "Web 1.0 vs. Web 2.0" charts from Unit 1. The latter chart can be found in the document "An Introduction to New Internet Literacies for Educators: Blogs, Wikis, RSS, Online Bookmarking.")

Making distinctions:

Applying ideas:

Forming generalizations:

Raising Inquires:

Students explaining themselves:

Students building upon one another's ideas:

Use of technology to facilitate the flow of ideas and the sharing of ideas interactively, online:

High level of class participation is at a high level and the conversation promotes a shared understanding:

3. Summarize your lesson enhancement ideas in the space provided. You will build these ideas into your next lesson. Be prepared to add the summary to your Learning Log.
4. Enter a summary of your responses in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Developing Substantive Conversation.")
5. Close the Learning Log window to return to the course.

Personal Notes for Implementation:

Topic 3.1.6: How Do You Make the Connection to the World Beyond the Classroom?

Web Research Activity: Making the Connection Beyond the Classroom

This activity helps you to find and explore information on making the connection beyond school.

1. Click to open a search engine that will display a list of Web sites that relate to connecting class content to the world beyond the classroom.
2. Identify three Web sites that will help you to better make this connection:
 - a.
 - b.
 - c.
3. Use the following questions to guide your thoughts on how to better connect content to the world beyond the classroom. Summarize your findings in the space below.
 - a. Identify three concepts or ideas that will help you to make the connection. Please explain specifically what you found and how you will implement them into your selected lesson. Please include at least one idea for higher level technology infusion:

•

•

•

4. Close the browser window.
5. Return to the course.

Personal Notes for Implementation:

Topic 3.1.7: How Will I Gauge Success?

Course Activity: Lesson Analysis

Complete an activity in which you analyze and improve the authenticity of a sample lesson plan based upon standards and scoring criteria.

1. Print the "Language Arts Sample Lesson Plan"
2. Close the "print" window.
3. Review the lesson plan for evidence and opportunities for authentic instruction.
4. Use the following table to document evidence of and opportunities for authentic instruction.
Please be specific in your recommendations.

Lesson Plan Location	Evidence/Specific Adaptation Ideas

5. Now review Dr. Newmann's feedback on the same lesson.

Dr. Fred Newmann's Expert Feedback	
Lesson Plan Location	Evidence/Specific Adaptation Ideas
General Comment	It seems that many of the standards listed have the potential of being taught according to the criteria for authentic instruction and assessment. But many could also be taught in very conventional ways that do not call for authentic intellectual work by the student.
Material Following the Standards	The material that follows the standards does little to help one to determine the extent to which either the lesson activities or the assessment activities meet criteria for authentic instruction and assessment. This is because the specific instructions to be given to students in the lesson are not clear. Only when we see specifically what students do in class or what they are asked to do can we determine whether Higher Order Thinking, Depth of Knowledge, and Substantive Conversation are demanded and whether the students' activities are connected to issues or questions that students may face beyond the classroom can be answered or solved through the application of disciplinary knowledge.

Assessment Activities	We cannot evaluate the assessment activities unless we see the specific instructions that students receive and unless those instructions make quite clear whether students are asked to analyze or only reproduce information, whether they are asked to show depth of understanding, elaborated communication, and asked to connect their knowledge to issues beyond the classroom.
Lack of Grading and Scoring Criteria	Until we see the precise grading or scoring criteria that teacher use to define student success, we will know how much emphasis the teacher places on students demonstrating analysis (Higher Order Thinking), Depth of Understanding, and Elaborated Communication. To evaluate and suggest improvements, this information must be provided.

6. Please respond to the following questions:
 - a. What similarities and differences did you identify between your analysis and Dr. Fred Newmann's?
 - b. What did you learn?
 - c. Briefly summarize how you would adapt the lesson to improve its authenticity. Please include your thoughts on how and where higher order technology tools might be used effectively to enhance instructions. (Please refer to the "Range of Instructional Practice" chart and the "Technology: Productivity Use vs. Higher-Level Thinking Use" chart.)
7. Summarize your responses in the space provided. Be prepared to add the summary to your Learning Log.
8. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Lesson Analysis")
9. Close the Learning Log window to return to the course.
10. Return to the course.

Personal Notes for Implementation:

Sync Point Discussion Activity

Now that you have reached the end of this unit, you will take part in a sync point discussion with other members of your study group. There are two different ways this can occur:

1. **Option 1 (preferred):** Your study group will be asked to meet for a 1 hour face-to-face meeting with your facilitator, or
2. **Option 2: Your study group will have an online sync point discussion.**

Your facilitator will contact you to let you know which option you are using for the end of this unit. Once you are notified, please follow the corresponding instructions below:

Option 1 Instructions: Face-to-Face Sync Point Meeting

This option will have you meet with your study group members and your facilitator for a 1 hour face-to-face meeting. For this meeting, be prepared to discuss with the group:

- a. As you reflect upon the four standards of authentic intellectual work, which standard will be the most difficult to implement? Discuss why it will be a challenge, and solutions or techniques that will help master meeting all four standards. How will higher order technology tools help you keep your instruction authentic?
- b. What have you learned and what insights gained from this unit?
- c. What unanswered questions have been raised in your mind?

Your facilitator will let you know where and when this meeting will be. Follow his/her instructions. Be sure to participate conscientiously.

Option 2 Instructions: Online Sync Point Discussion

This option will have you discuss topics from this unit with others in your study group online.

1. You will be notified when your facilitator has posted a topic for this discussion. You can not complete this activity until he/she has done so. Be sure to check your "Inbox."
2. Open the discussion group by clicking on "Course Resources" menu on the top left of the screen and selecting "Discussion."
3. In the discussion page, select the "Sync Point" discussion group and look for your facilitator's posting for Unit 3.
4. You must post a response to your facilitator's topic and also either reply to the postings of others, or ask them questions. If you choose, you may start a new, related topic to discuss a specific concept in more detail. A study group discussion is a key element of the course and much can be learned from participating.
5. Return to this discussion frequently to monitor the discussion and add your inputs. Bear in mind that the quiz at the end of the unit will in part be based on this discussion.
6. Close the browser window to return to the course.

Personal Notes for Implementation:

Facilitator Sync Point Instructions

Unit 3 Sync Point Tasks:

1. Let your study group know which sync point discussion option you are using. Email them well in advance to let them know how they will be participating. The topic is the same regardless of the option chosen.
 - If you have chosen Option 1, which is the face-to-face meeting, let your participants know when and where it will be held.
 - If you have chosen Option 2, which is the online sync point discussion, post the sync point discussion question/topic and monitor discussions. Be sure to label it as the "Unit 3" discussion. Email your study group to inform them that the "Unit 3" sync point discussion topic has been posted. Let them know when the time allotted for the discussion is over. Monitor and participate in the discussions as needed.

Discussion topic:

As you reflect upon the four standards of authentic intellectual work, which standard will be the most difficult to implement? Discuss why it will be a challenge, and solutions or techniques that will help master meeting all four standards. How will higher order technology tools help you keep your instruction authentic?

Note: If you have chosen Option 1, the face to face meeting, you must post a summary of that meeting in place of the online sync point discussion as a record of the meeting that all study group members can access. It should be posted where the online sync point discussion would have been. Be sure to include the following information in your summary:

- Who attended the session
 - How long it lasted, as well as where and when it occurred
 - The topic of discussion
 - The outcomes and any resulting actions as a result of the discussion
2. Make the necessary informal classroom observations using the "look fors" provided for this course.
 3. Read/respond to the learning log entries. There were five in this unit:
 - Lesson Comparison
 - Content Connection to Criteria
 - Developing Higher Order Thinking Skills
 - Developing Substantive Conversation
 - Lesson Analysis
 4. Monitor learner discussion participation and quiz essay questions. Although you are not scoring, rubrics are provided to allow you to determine the level of quality. Provide feedback.
 5. Answer emails from the study group.
 6. Monitor individual progress. Acknowledge learners who have reached the sync point.
 7. Maintain weekly online office hours where you will be logged into the "Chat" feature to assist your learners. You must communicate these hours to your study group.
 8. When learners have completed the sync point discussion, you may release them to the next unit of study. The timing of this release is at the discretion of the facilitator.

Unit 3 Multiple Choice Questions:

Refer to the "Review Content" feature online in the facilitator console.

Unit 3 Essay Question:

During this unit you were asked to analyze your current instructional practices against the four standards of authentic instruction, and to evaluate your use of higher order technology tools in preparing students for the 21st Century workplace. Summarize each of the four standards for authentic instruction. In summarizing each standard, beyond offering a simple definition, elaborate to show you understand the standard in depth; e.g., by offering examples and non-examples, distinguishing one standard from the other three standards, and what teaching situations offer more or less opportunities to implement the standard. Explain how incorporating authentic instruction and higher order technology tools into your lesson development will improve student achievement and engagement. Finally, explain how your current classroom instruction can be modified to include the four standards of authentic instruction, and how you can infuse higher order technology tools into these lessons.

As you write be sure to include:

- A summary of the four standards of authentic instruction, which are:
 - Higher Order Thinking
 - Depth of Knowledge
 - Substantive Conversation
 - Connectedness to the World
- How authentic instruction and higher order technology infusion can increase student achievement and engagement
- Examples of how your current instruction can be modified to include the four standards of authentic instruction
- Examples of how you will infuse higher order technology into your upcoming authentic lessons

Rubric for Unit #3 Essay Question

	(Advanced)	(Proficient)	(Emerging)	(Novice)
Summary of the 4 standards of authentic instruction	Summaries are clear, well developed, and show an in-depth understanding of each of the four standards of authentic instruction.	Summaries are clear, adequately developed, and show in depth understanding of at least one of the four standards.	Summaries are clear, and show partial understanding of two of the four standards.	Summaries show only partial understanding of one of the four standards or no understanding of any of the four standards.

Description of how authentic instruction and higher order technology tools can increase student achievement and engagement	Provides detailed and persuasive description that connects each of the four standards of authentic instruction to student learning and engagement, and how these connections could enhance both conventional and authentic measures of student achievement, including ways to effectively utilize higher order technology.	Provides detailed and persuasive description that connects at least two of the four standards of authentic instruction to student learning and engagement, and how these connections could enhance both conventional and authentic measures of student achievement, including effective ways to use higher order technology.	Provides adequate, though less detailed or persuasive, description that connects one or more of the four standards of authentic instruction to student learning and engagement, and how these connections could enhance either conventional or authentic measures of student achievement.	No description that connects any of the 4 standards of authentic instruction to student learning and engagement, or how these connections could enhance either conventional or authentic measures of student achievement.
Examples of how current instruction can be modified to include the four standards of authentic instruction	Provides three or more clear and concise examples of how current instruction can be modified to include the four standards of authentic instruction.	Provides at least two clear and concise examples of how current instruction can be modified to include the four standards of authentic instruction.	Provides at least one clear and concise examples of how current instruction can be modified to include the four standards of authentic instruction.	Provides no examples of how current instruction can be modified to include the four standards of authentic instruction.

Examples of how higher order technology will be infused into upcoming authentic lessons	Clear explanation of how each use of higher order technology promotes a specific standard of authentic instruction for the purpose of "creation" and "analysis" as described in the "Range of Instructional Practice" chart.	Clear explanation of how some uses of higher order technology would promote one or more standard of authentic instruction for the purpose of "creation" and "analysis" as described in the "Range of Instructional Practice" chart.	Connections between uses of technology and standards of authentic instruction are not explained, but at least some of the examples of higher order technology use are very likely to support one or more standards for authentic instruction. Higher order technology use aligns with the "apply" and "analyze" levels of the "Range of Instructional Practice" chart.	Uses of technology are not likely to support any standards of authentic instruction and are at the "remember" and "understand" levels designated in the "Range of Instructional Practice" chart.
Conventions	Excellent evidence of correct spelling, grammar, mechanics, usage, and sentence formation—no more than two errors.	Adequate evidence of correct spelling, grammar, mechanics, usage, and sentence formation—no more than five errors.	Some evidence of correct spelling, grammar, mechanics, usage, and sentence formation—no more than 10 errors.	Limited evidence of correct spelling, grammar, mechanics, usage, and sentence formation—more than 10 errors.

UNIT 4: TEACHER ACTION RESEARCH

Facilitator Notes
<p>Unit Overview:</p> <p>In this unit the learner will define and incorporate the cycle of action research and its benefits. Next, the learner will identify a pressing question of concern in the classroom and collect the necessary assessment data needed to explore the concern. Then, the learner will analyze and synthesize the data to develop a plan of action. Instruction will be planned and delivered, and progress monitoring will be ongoing. Information from the progress monitoring will provide insight on instructional implications. The final step of the cycle involves the collaboration and sharing of research with peers. As a result of the action research, the learner will identify areas to improve instructional outcomes.</p>

Facilitator Expectations:

Review the unit content unit before the study group begins its work. Be sure to go through all of the on-screen content, read all documents, and think about the activities.

Additional Resources/Research:

The following items may be helpful in preparing your role in facilitating this unit:

- Dana, N.F.(2003). *The Reflective Educator's Guide to Classroom Research*. Thousand Oaks, California: Corwin Press, Inc.
- Dana, N.F., Silva, D.Y., & Snow-Gerono, J. (2002). Building a culture of inquiry in a professional development school. *Teacher Education and Practice*, 15(4), 71-89.
- Dana, N.F., Gimbert, B., & Silva, D.Y., (1999). Teacher inquiry: Staff development for the 21st century. *Pennsylvania Educational Leadership*, 18(2), 6-12.

Unit Overview:

In this unit you will define and incorporate the cycle of action research and its benefits. Next, you will identify a pressing question of concern in the classroom and collect the necessary assessment data needed to explore the concern. Then, you will analyze and synthesize the data to develop a plan of action. Instruction will be planned and delivered, and progress monitoring will ongoing. Information from the progress monitoring will provide insight on instructional implications. The final step of the cycle involves the collaboration and sharing of research with peers. As a result of the action research you will identify areas to improve instructional outcomes.

Section 4.1: Teacher Action Research**Topic 4.1.1: What Is Action Research?****Course Activity: Teacher Action Research K-L-D Chart**

In this activity you will reflect on the teacher action research cycle.

1. Print the "Teacher Action Research K-L-D Chart."
2. Close the "print" window.
3. Complete the "K" column of the chart, recording what you already know about the topic.
4. Save the chart for later use. You will be directed when to fill in the "L" and "D" columns. This information will be used to complete the culminating activity.
5. Return to the course to continue.

Personal Notes for Implementation:**Topic 4.1.2: How Do I Develop an Action Research Question?****Course Activity: Research Inquiry Topic**

Complete an activity in which you will engage in a guided inquiry exercise designed to help you identify an appropriate question or pressing issue to kick off your action research, based upon improving the implementation of authentic instruction.

1. Answer the following questions. (Refer to the "Look-fors" document from Unit 1 to help you develop a question or wondering related to authentic instruction.)

a. Reflect upon the students in your classroom in regards to authentic instruction:

- Are there one or two students who stand out in your mind immediately who are puzzling to you? For example, do students struggle to find solutions to problems or discover new meanings by using 21st Century technology?

- Do students have a difficult time demonstrating their understanding? Describe a student centered concern, question, or wondering that will be enhanced through authentic instruction.

b. Reflect upon the class content and curriculum as related to authentic instruction.

- Are there issues or gaps in the success of a unit of study that concern you?

- Is your content knowledge strong enough that you expose students to fewer topics, but in a more systematic and connected manner?

- Do you promote student understanding of information over memorization?

- Where could you include higher order technology as described in the "Range of Instructional Practice" chart and in the "Technology: Productivity Use vs. Higher-Level Thinking Use" chart? Who could you ask for help?

c. Reflect upon your beliefs about teaching.

- Does your teaching philosophy align with your actual teaching practice? Where do you see discrepancies?

- Do you encourage students to take risks, to ask questions, help each other, and build upon each others knowledge?
- d. Reflect on your answers to the previous questions. Please state the action research question related to authentic instruction that you would like to explore.
2. Briefly summarize your rationale for selecting the inquiry that you stated in the space provided. Be prepared to add the summary to your Learning Log.
3. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Research Inquiry Topic")
4. Close the Learning Log window to return to the course.
5. Return to the course.

Personal Notes for Implementation:

Topic 4.1.3: What Student Assessment Data Should I Collect and How Should I Analyze It?

Job-embedded Activity: Assessment Data Collection

In this activity you will create a data collection chart similar to the sample provided. You will use the chart to identify and collect the necessary assessment data based on the previously identified action research question.

1. Print the "Assessment Data Collection Chart."
2. Close the "print" window.
3. Review the "Assessment Data Collection Chart" and template.
4. Using the template provided, create a similar chart based upon your personal action research inquiry identified in the previous activity. This chart will include the information needed to answer the question, and the data collection strategies that will generate this information.
5. Based upon your chart, begin collecting your classroom data.

6. Answer the following questions:
- a. Action research on authentic instruction asks for non-traditional forms of data collection to be represented. Was it difficult to look outside the box and identify non-traditional forms of data?
 - b. Did you ask for assistance from a colleague? If so, please describe how you asked for this assistance.
 - c. Describe your process for selecting non-traditional forms of data for the authentic instruction action research.
 - d. Using multiple sources of data and multiple strategies for collecting data will enhance your inquiry as you gain different perspectives. What forms of non-traditional data did you collect and why did you select them?
 - e. Describe the insight that you gained from gathering non-traditional forms of data. What surprised you or what new ideas were generated?
 - f. What higher order technology-based assessment data could be utilized and considered as non-traditional forms of data? How and where could you incorporate higher order technology into the collection process?
7. Summarize your responses in the space provided. Be prepared to add the summary to your Learning Log.
8. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning

Log." (Label your entry "Assessment Data Collection")

9. Close the Learning Log window to return to the course.
10. Return to the course.

Personal Notes for Implementation:

Job-embedded Activity: Identify Instructional Needs

The purpose of this exercise is to analyze the data collected in your classroom using the four steps in the Assessment Data Collection Chart. This information will help you identify instructional needs.

1. Complete the "Assessment Data Collection Chart" as directed in the instructions to work through the data that has been collected.
2. Once you have completed the "Assessment Data Collection Chart" answer the following questions:
 - a. What was the most challenging aspect of the data analysis process for authentic instruction? How did you overcome the challenges?
 - b. What are some individual student needs based on the data analysis?
 - c. How can higher order technology be utilized more effectively as a result of your findings? (Please refer to the "Range of Instructional Practice" chart and the "Technology: Productivity Use vs. Higher-Level Thinking Use" chart.)
 - d. Is there a correlation between the authentic instruction research findings and the specific characteristics of the 21st Century student? Describe how this will affect your inquiry findings.
3. Summarize your responses in the space provided. Be prepared to add the summary to your Learning Log.

4. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Identify Instructional Needs")
5. Close the Learning Log window to return to the course.
6. Return to the course.

Personal Notes for Implementation:

Topic 4.1.4: How Do I Plan and Deliver Instruction Based on Individual Student Needs?

Prediscussion Activity: Individual Student Needs

In this activity you will reflect on your planning and delivery of instruction based on individual student needs in your classroom. **While you are expected to focus on your individual students, you must keep their identities anonymous.**

1. Respond to the following to guide your thoughts:
 - a. Without naming actual student names, how would you describe the unique social, emotional, or academic need that you have identified of a particular student?
 - b. How will you address this specific need based on what you have learned thus far about authentic instruction? Who could you ask for assistance? How will you gauge success?
 - c. What role could higher order technology play in addressing this need? Are there assistive technology tools and/or strategies that could be implemented as you develop the authentic instruction?
 - d. Can you involve the students in choosing higher order technology tools based on their own experience as "digital natives"?

2. Based on what you know about your students needs, and the research question that you identified at the beginning of this unit, consider the following Web 2.0 technologies: wiki, blog, podcast, vodcast, or RSS Feed.
 - a. Choose a specific Web 2.0 technology from the list that you have not used before in a classroom setting.
 - b. Design instruction around this technology to meet the need of your research question. Use the resources provided throughout this course to guide you on how to use the technology, and also how to use the technology to elicit higher level thinking in your students. Consider consulting your instructional technology specialist for additional implementation ideas.
 - c. Deliver your instruction, using this technology to your students. Document in detail this experience.
3. For the purpose of the online discussion, summarize your experience in using the new technology in the space provided. Please include what was challenging, but more importantly, the benefits and what you learned during the process.
4. Fill in the "L" and "D" columns of your "Teacher Action Research K-L-D Chart."
5. Return to the course and advance to the next screen in order to receive further instructions to share your summary online.

Personal Notes for Implementation:

4.1.5: How Do I Progress Monitor and Post Assess?

Job-embedded Activity: Progress Monitoring and Post Assessment

In this activity you will identify key progress monitoring and post assessment points, and provide rationale for their selection. Then you will design and implement your own progress monitoring and post assessment system.

1. Print the "Guide to Progress Monitoring and Post Assessment."
2. Close the "print" window.
3. Based upon the Progress Monitoring and Post Assessment Guide and the following questions, design a system to progress monitor and post assess.
 - a. What types of diagnostic tools will you utilize to identify where students are academically?

- b. What types of formative or progress monitoring assessment will be incorporated? Will these formative types be formal, informal, or both, and will they be graded or un-graded?
 - c. It is important for the students to become partners in their own education. What techniques or strategies will encourage and maintain student involvement in order to keep students informed and actively engaged in improving their academic achievement?
 - d. Students can use self-reflection to gain insight into their own learning and to foster awareness and change. What do you propose as methods for students to reflect upon their work? How will you guide students to move beyond the reflection step?
 - e. What types of post assessment will be incorporated? How will you gauge the success of the instruction based upon the student results?
 - f. How do you see higher order technology used during the progress monitoring and post assessment process?
 - g. Have you created any applications that involve your students in analysis and assessment that can be viewed from home or from school?
4. Summarize your responses in the space provided. Be prepared to add the summary to your Learning Log.
5. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning

- Log." (Label your entry "Progress Monitoring and Post Assessment")
6. Close the Learning Log window to return to the course.
 7. Return to the course.

Personal Notes for Implementation:

Topic 4.1.6: How Do I Determine Instructional Implications?

Job-embedded Activity: Identifying Instructional Implications

In this activity you will identify the instructional implications from your progress monitoring and post assessment. Just as a scientist works to validate his or her hypothesis, you will identify the implications of your instruction for the purpose of sharing your learning with colleagues in the next step.

1. Locate the progress monitoring and post assessment data identified in the previous section.
2. Identify the implications from your instructional adjustments in the "plan and deliver" phase using the following questions:
 - a. Was there an increase in student achievement? Discuss the issues and implications.
 - b. Was there a decrease? Discuss the issues and implications.
 - c. What exactly did you learn from the research and what does it mean in terms of your authentic instructional practices? What changes will you make as a result of your findings?
 - d. What would be the most valuable information for your colleagues to know? What would be helpful information to share? What suggestions would you offer colleagues?
 - e. Did you notice any difference with your students when they were actively engaged with higher order technology? (Note: One of the benefits of technology is that generally students are more engaged and motivated when they are allowed to use higher order technology tools.)

3. Summarize your responses in the space provided. Be prepared to add the summary to your Learning Log.
4. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Identifying Instructional Implications")
5. Close the Learning Log window to return to the course.
6. Return to the course.

Personal Notes for Implementation:

Topic 4.1.7: How Can I Collaborate With Peers to Share the Results and What I Learned From my Action Research?

Job-embedded Activity: Sharing with Peers

In this activity you will collaborate with your peers and share with them your action research findings. This can be conducted with a small group of peers who work at your school but are not participating in this course.

For an advanced application, try conducting this activity using online collaboration tools. Consult your technology coordinator for additional help.

1. Consolidate the information that you gleaned through your authentic instruction focused action research:
 - a. What process did you follow?
 - b. What were your key findings?
 - c. What recommendations would you make to your peers to help them enhance their instruction/avoid pitfalls?

2. Identify three to six peers who are not taking the course, and the environment where you will meet to share your findings.
 - a. Identify the necessary participants.
 - b. Identify and secure the location for you meeting.
 - c. Identify the time for the meeting.
 - d. Produce an informal agenda and communicate the meeting information identified (time, locale, etc.).
3. Conduct the meeting and take notes during the meeting in the space provided. Finally, add the summary to your Learning Log.
4. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Sharing with Peers.")
5. Close the Learning Log window to return to the course.
6. Return to the course.

Personal Notes for Implementation:

Course Activity: Classroom Look-fors End of Course Self-assessment

In this activity you will conduct an assessment focusing on your understanding of authentic instruction. When you have finished, you will compare your results to the preassessment taken at the beginning of the course.

1. Review the "Teaching Authentic Classroom Look-fors Rubric."
2. Close the "print" window.
3. Revisit your self-assessment from the "Classroom Look-fors Precourse Self-assessment."
4. Enter the preassessment scores in the appropriate column.
5. Using the "Authentic Instruction Classroom Look-fors Rubric" and having completed a majority of the course content, self assess your current implementation of the authentic standards and enter your new score in the appropriate column.
6. Identify specific evidence of improvements made as a result of completing the course content and insert in the appropriate column in the chart.

Look-For	Precourse	Postcourse	Evidence of Improvement
Higher Order Thinking Skills:			
Depth of Knowledge:			
Substantive Conversation:			
Personal Connection:			
Classroom Environment:			
Student use of 21st Century Skills:			

7. Complete the following questions in the space provided:
 - What areas of authentic implementation did you find lacking in your evaluation of your instruction?
 - What changes will you implement as a result of your evaluation?
 - From whom could you ask for assistance in making changes? Describe your plan for implementing changes.

- How did higher order technology extend, enhance, enable, or deepen the lesson, or provide added motivation for your students?

8. Enter a summary of the responses in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Classroom Look-fors End of Course Self-assessment")
9. Close the Learning Log window to return to the course.

Personal Notes for Implementation:

Sync Point Activity

Now that you have reached the end of the final content unit, you will take part in a discussion meeting with other members of your study group. This will be a 3-hour session that will enable you and your fellow study group members to debrief on the experiences in the course, as well as to see samples of student work from other teachers and discuss it in order to improve instruction and student achievement.

1. As the meeting date approaches, you should think about the following questions that will be considered for the student work that is shared:
2. Action research is an empowering experience that is enriched throughout the process by collaborating with peers. How do the individual steps of the process fit into your authentic lessons? Discuss the importance of collaborating with peers and the benefits, as well as how using higher order technology in authentic instruction might enhance action research.
3. Are the students achieving the intended academic standards?
4. What insights or observations do they (the teachers) have to share after looking at the work samples
5. What instructional response is needed to improve the students' performance?

In addition to sharing your student work samples for what can be learned about improving instruction, you will be asked to look at the work samples of students of your study group members. You will be asked to make recommendations of what they could do for each student and make suggestions on what they could do differently next time to improvement student achievement with respect to academic standards.

Be sure to participate conscientiously.

Facilitator Sync Point Instructions

Unit 4 Sync Point Tasks:

1. Let your study group know when and where the face-to-face meeting will take place.

There are more specific and detailed instructions for this meeting in the facilitator section of the district implementation kit.

Discussion topic:

Action research is an empowering experience that is enriched throughout the process by collaborating with peers. How do the individual steps of the process fit into your authentic lessons? Discuss the importance of collaborating with peers and the benefits, as well as how using higher order technology in authentic instruction might enhance action research.

2. Make the necessary informal classroom observations on your study group members using the "look fors" provided for this course.
3. Read/respond to the learning log entries. There were seven in this unit:
 - Research Inquiry Topic
 - Assessment Data Collection
 - Identify Instructional Needs
 - Progress Monitoring and Post Assessment
 - Identifying Instructional Implications
 - Sharing with Peers
 - Classroom Look-fors End of Course Self-assessment
4. Monitor learner discussion participation and quiz essay questions. Although you are not scoring, rubrics are provided to allow you to determine the level of quality. Provide feedback.
5. Answer emails from the study group.
6. Monitor individual progress. Acknowledge learners who have reached the sync point.
7. Be sure you are maintaining (at least weekly) online office hours during which time you are logged into the "Chat" feature to assist your learners. Be sure your learners know when these hours are scheduled.
8. Release your study group members to the next unit of the course. If you choose to, you may do this while the sync point discussion for this unit is occurring.

Unit 4 Essay Question:

In this unit you focused on teacher action research and how it applies to teaching and learning in the 21st Century and authentic instruction. You completed one action research cycle to explore a wondering about your practice in relationship to authentic instruction. Following the example write-up by teacher Steve Burgin in the article entitled, "How Do I Determine Instructional Implications?," provide a summary of the action research you completed during this unit.

- Background information, purpose of your action research, and statement of your wondering(s).
- The design of your action research (what you did and how you collected and analyzed data?).
- Statements About What You Learned As A Result of This Action Research Process
- Findings/Future Practice (implications for instructional change based on the results of the teacher action research you performed during this unit and potential future action research endeavors).

Rubric for Unit #4 Essay Question				
	(Advanced)	(Proficient)	(Emerging)	(Novice)
Background Information/ Purpose/ Wondering(s)	<p>The Background Section provides complete information about the context in which this action research took place (i.e., information about classroom, students, content, strategies, etc.). The root of the action researcher's question/ wondering is explained in detail, and the explanation convinces the reader of its personal importance to the researcher. There exists a strong, clear connection between the action research project and readings on both action research and authentic instruction completed within and/or outside of this course. Finally, the purpose and question(s)/ wondering(s) are clearly articulated, free of educational jargon, are open-ended</p>	<p>The Background Section provides complete information about the context in which the action research took place (i.e., information about classroom, students, content, strategies, etc.). The root of the action researcher's question is explained, but a convincing argument about the question's personal importance to the action researcher is lacking. There exists a moderate connection between the action research project and readings on both action research and authentic instruction completed within and/or outside of this course. Finally, the purpose and question(s)/ wondering(s) are related to the topic "authentic instruction" and address a</p>	<p>The Background Section provides incomplete information about the context in which the action research took place. The root of the action researcher's question is explained, but a convincing argument about the question's personal importance to the action researcher is lacking. There exists a minimal connection between the action research project and readings on both action research and authentic instruction completed within and/or outside of this course. Finally, the action researcher's purpose and question(s)/ wondering(s) are tangentially related to the topic "authentic instruction."</p>	<p>The Background Section provides little or no information about the context in which the action research took place. The action research question is stated, but not explained. There is little or no reference to readings on action research or authentic instruction completed in this course. The action researcher's purpose or question(s)/ wondering(s) is not related to the topic "authentic instruction," are not clearly articulated, and/or the action researcher posed a question for which the answer was already known.</p>

	<p>(i.e., the action researcher did not pose a question for which the answer was already known), are related to the topic "authentic instruction" and address a dilemma or issue that emerged for the action researcher in the attempt to translate what was learned in this course about authentic instruction into his/her own classroom practice.</p>	<p>dilemma or issue that emerged from the action researcher in the attempt to translate what was learned in this course about authentic instruction into his/her own classroom practice, but the question(s)/wondering(s) are not clearly articulated.</p>		
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<p>Design of the Action Research</p>	<p>The action researcher collected three to five different sources of data (i.e., test scores, surveys, field notes, student work, interviews, anecdotal records, journal entries, etc.). There is a clear connection between the data collection plan and the question(s)/wondering(s). Each data collection strategy employed is clearly explained. The action researcher includes a detailed explanation of all procedures and timeline for data collection, as well as an explanation of how data were analyzed.</p>	<p>The action researcher collected one or two different sources of data only. There is a clear connection between the data collection plan and the question(s)/wondering(s). Each data collection strategy employed is clearly explained. The action researcher includes an explanation of all procedures and timeline for data collection, as well as an explanation of how data were analyzed.</p>	<p>The action researcher relied on 1 source of data only and/or the connection between the data collection plan and the question(s)/wondering(s) is not clear. The action researcher includes a minimal explanation of the data collection and analysis strategy employed for the research.</p>	<p>There is no clear articulation of any data collection and analysis strategies and/or data collection and analysis was not completed in a planned, intentional, and systematic way. There is little or no connection between the data collection and the question (s)/wondering(s).</p>
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<p>Statements about What You Learned as a Result of the Action Research Process</p>	<p>This section provides thoughtful, clearly articulated learning statements and each statement is supported, in detail, by data. If relevant, data may also be included that did not appear to fit with what the action researcher is claiming, with possible explanations for the discrepant data. The action researcher weaves readings and experiences completed both inside and outside of this course into the discussion of their findings as the readings and experiences relate to what was learned. The action researcher discusses not only what was learned about their topic of study, but includes a personal reflection on what was learned about the process of action research.</p>	<p>This section provides learning statements, and each statement is supported by data. The action researcher weaves readings and experiences completed in this course into the discussion of their findings as the readings and experiences relate to what was learned.</p>	<p>This section provides learning statements, but there is not a clear connection between the statements of learning made and the data the action researcher collected. There is little or no mention of the relationship of the action researcher's findings' to any other readings or experiences.</p>	<p>The section provides learning statements, but the statements are not supported by data. There is little or no mention of the relationship of the action researcher's findings to any other readings or experiences.</p>
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Conclusions and Implications for Future Practice	This section provides multiple detailed examples of instructional change the action researcher has made or will consider making based on the results of the teacher action research performed during this unit. In addition, the action researcher discusses action research that might be pursued in the future based on what was learned from the current action research process.	This section provides multiple detailed examples of instructional change the action researcher has made or will consider making, but the direct connection of these changes to what was learned is not clearly articulated. In addition, the action researcher discusses action research that might be pursued in the future based on what was learned from the current action research process.	This section provides limited examples of implications for instructional change based on the results of the teacher action research performed during this unit, and/or the examples provided are unrealistic and unconnected to the learning that occurred during the current action research cycle. Little attention is given to projecting future action research projects.	Provides no clear examples of implications for instructional change based on the results of the teacher action research performed during this unit. Does not discuss future action research.
Conventions	Excellent evidence of correct spelling, grammar, mechanics, usage, and sentence formation—no more than two errors	Adequate evidence of correct spelling, grammar, mechanics, usage, and sentence formation—no more than five errors	Some evidence of correct spelling, grammar, mechanics, usage, and sentence formation—no more than 10 errors	Limited evidence of correct spelling, grammar, mechanics, usage, and sentence formation—more than 10 errors

UNIT 5: CULMINATING ACTIVITY

Facilitator Notes

Unit Overview:

In this unit, the learner will tie together all aspects of the course. He/she will synthesize the information learned in the course and will consider how to use this information and data to improve his/her teaching skills.

Facilitator Expectations:

Be prepared to provide assistance and support as members of your study group develop their action plan. Check your inbox for messages and respond as quickly as possible.

Unit Overview:

In this unit, the learner will tie together all aspects of the course. He/she will synthesize the information learned in the course and will consider how to use this information and data to improve their teaching skills.

Section 5.1: Plan Step 1

As a result of this course, you are now able to:

- Analyze and adapt current instructional practices to reflect appropriate elements of authentic instruction incorporating technology and to create an authentic learning environment.
- Incorporate authentic instruction with technology while focusing on the achievement of academic standards by all students.
- Implement authentic instruction as a means of increasing student engagement.
- Utilize technology effectively in authentic instruction to promote higher level thinking skills.
- Develop and implement appropriate assessment strategies for an authentic learning environment.

It is time to synthesize the information you have learned and the data you have analyzed. How will you use this information and data to improve student learning and achievement?

Personal Notes for Implementation:

Section 5.2: Plan Step 2

In the culminating activity you will:

1. Select one or two of the critical actions from the DO section of the K-L-D that you want to accomplish.
2. Write an action plan to implement or enhance 21st Century teaching in your classroom. Use the suggested changes you circled in the "D" column of your K-L-D as the basic framework for your action plan. Use the following resources when developing your plan:
 - Your current school district curriculum.
 - What is already in place? Where are the gaps?
 - Information from your principal, colleagues, and stakeholders.

- How can these individuals assist you in implementing or improving your teaching methods?
 - Data you collected on students in your classroom.
 - Quantitative data (ex., assessment scores).
 - Qualitative data (ex., observation in the classroom, interest surveys).
 - Based on the data, what are your students' strengths and areas of need?
 - The K-L-D Charts (prior knowledge, new learning, and ideas for implementation).
 - Ideas you gained from the narration, course documents, course activities, and online discussions.
 - Notes, reflections, and responses to questions recorded in the Learning Guide.
 - Understanding of higher order technology infusion and what technology can bring to lessons and projects that is unique, enabling, enhancing, engaging, motivating and facilitates collaboration, analysis, problem-solving and synthesis.
3. On which area of improvement will you focus?
4. What are the steps you will follow for your action plan? Be sure to include student experiences and activities as part of your plan. (please number your steps)
5. For each step in your plan, what resources will you need?
6. For each step in your plan, how will you know it worked?
7. Return to the course and prepare to submit your plan online.

Personal Notes for Implementation:

Section 5.2: Plan Step 2

Personal Notes for Implementation:

Section 5.3: Reflect

Personal Notes for Implementation:

Section 5.4: Share

Personal Notes for Implementation:

Facilitator Notes	
Tasks:	
Provide feedback on the action plan. (See rubric below.)	

	Rubric for Action Plan			
	Advanced	Proficient	Emerging	Novice
Identify an area of priority	Clearly states the priority chosen and gives in-depth reasons for the selection.	Clearly states the priority and gives some reasons for the selection.	The priority is stated and provides limited reasons for the selection.	The priority is stated but does not provide reason(s) for the selection.
Steps to solution of the analyzed root	The steps are very clear and logical. There is strong evidence that the plan includes all components of authentic teaching and introduces	The steps are clear and logical. There is ample evidence that the plan includes components of authentic teaching and introduces	The steps are vague and contain only those things that should already be in place in the classroom/ building/ district. There is nothing new/improved	The steps are unclear and/or illogic. Evidence suggests that the teacher does not really understand the components and no change

cause problem	new/improved aspects of producing stronger results for students to the building/district	new/improved aspects of producing stronger results for students to the building/district.	for stronger results for students to the building/district.	was indicated for stronger results for students.
Resources for each step	Includes a comprehensive list of resources needed to complete the action plan and includes innovative uses of resources already available.	Additional resources are listed and appear to be reasonable in terms of educational goals and dollars spent. Some use of materials already available is included.	The additional resources show no link to the stated goal. There is no innovative use of current resources included in the plan.	The additional resources appear to be unnecessary and/or are unreasonable in terms of cost.

Plan to evaluate the action plan	The evaluation plan includes evidence of feedback from staff, peers, and supervisors (if applicable). Included are specific criteria on how each step of the plan will be evaluated. Also included will be the steps to analyze data on student achievement with the priority chosen.	The evaluation plan includes evidence of feedback from staff, peers, and supervisors (if applicable). Included are steps on how most of the steps of the plan will be evaluated and what assessment will be used to track student achievement on the priority chosen.	The evaluation plan includes no evidence of feedback from staff, peers, and supervisors (if applicable). Included are general statements about how the plan will be evaluated and an assessment is mentioned but does not necessarily relate to the priority chosen.	The evaluation plan includes no evidence of feedback from staff, peers, and supervisors (if applicable). There are general statements about how the plan will be evaluated but no assessments are listed.
Conventions	Excellent evidence of correct spelling, grammar, mechanics, usage, and sentence formation — No more than 2 errors	Adequate evidence of correct spelling, grammar, mechanics, usage, and sentence formation — No more than 5 errors	Some evidence of correct spelling, grammar, mechanics, usage, and sentence formation — No more than 10 errors	Limited evidence of correct spelling, grammar, mechanics, usage, and sentence formation — More than 10 errors